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ABSTRACT

This document contains preliminary state-level results for the 2000-2001 North Carolina state testing program. No conclusions about achievement are drawn in this report, although percentages achieving at given Achievement Levels are given for the end-of-grade tests. The Grade 3 Pretest is a multiple-choice reading and mathematics test administered to students in the first 3 weeks of grade 3. This pretest was given to more than 102,000 students in the 2000-2001 school year. The End-of-Grade tests were developed in alignment with the North Carolina Standard Course of Study. These state-normed tests were administered to students in grades 3 through 8 at the end of the school year. The smallest class participating, grade 8, contained approximately 97,000 students. The North Carolina High School Comprehensive Test in reading and mathematics, administered to students in grade 10, was given to more than 80,490 students. Percentages of students at different achievement levels are given. End-of-course tests have been developed for five high school core courses (Algebra; Biology; Economic, Legal, and Political Systems; English I; and U.S. History), and more than 280,000 students took these tests. Optional tests have been developed for other subjects, and tables present results for each of the tests. (Contains 23 tables and 6 figures.) (SLD)

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ED 462 429

The North Carolina State Testing Results

Preliminary State - Level Data Only

Multiple-Choice
Grade 3 Pretest
End-of-Grade
High School Comprehensive
and End-of-Course Tests

Reporting on the state and 117 public school systems and 87 charter schools

Published October 2001

"The Green Book"

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2000-01

The 2000-01 Preliminary North Carolina State Testing Results

Grade 3 Pretest, End-of-Grade, High School Comprehensive, and End-of Course Multiple-Choice Tests

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Preliminary
Grade 3 Pretest
Multiple-Choice Results

Table 1. Preliminary 1996-97 to 2000-01 Grade 3 Pretest Multiple-Choice Results

Statewide Summary

Reading and Mathematics

	Reading		Mathematics	
	Number Tested	Percent Students at Achievement Levels III, IV	Number Tested	Percent Students at Achievement Levels III, IV
	Mean Scale Score	Standard Deviation	Mean Scale Score	Standard Deviation
1996-97	94,551	65.3%	94,846	70.3%
	137.8	8.6	130.0	8.2
1997-98	99,583	65.3%	99,801	71.5%
	137.7	8.5	130.2	8.0
1998-99	101,394	67.4%	101,639	74.7%
	138.1	8.5	130.9	7.9
1999-00	102,143	69.8%	102,309	76.9%
	138.7	8.6	131.6	7.8
2000-01	102,200	71.1%	102,484	79.2%
	138.9	8.4	236.1*	8.1

Notes: * The North Carolina mathematics tests measure the competencies in the 1998 North Carolina mathematics curriculum beginning in the 2000-01 school year. Prior to 2000-01, the grade 3 pretest mathematics scale score range was 105 to 154. Beginning in 2000-01, the grade 3 pretest mathematics scale score range is 211 to 260.

Data received from LEAs and charter schools after August 2001 are not included in this table.

Preliminary
End-of-Grade
Multiple-Choice Test Results

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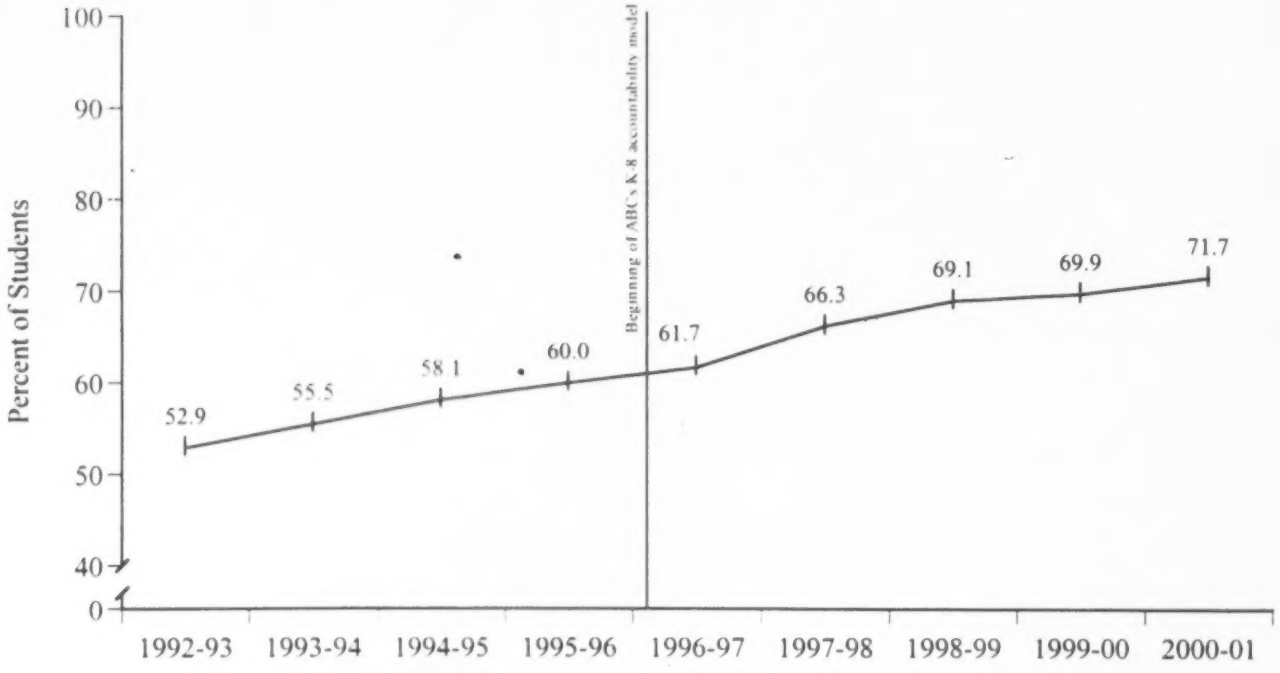
Figure 1. Preliminary 1992-93 to 2000-01 End-of-Grade Multiple-Choice Test Results
Percent of Students at or Above Level III in Both Reading and Mathematics
Grades 3-8



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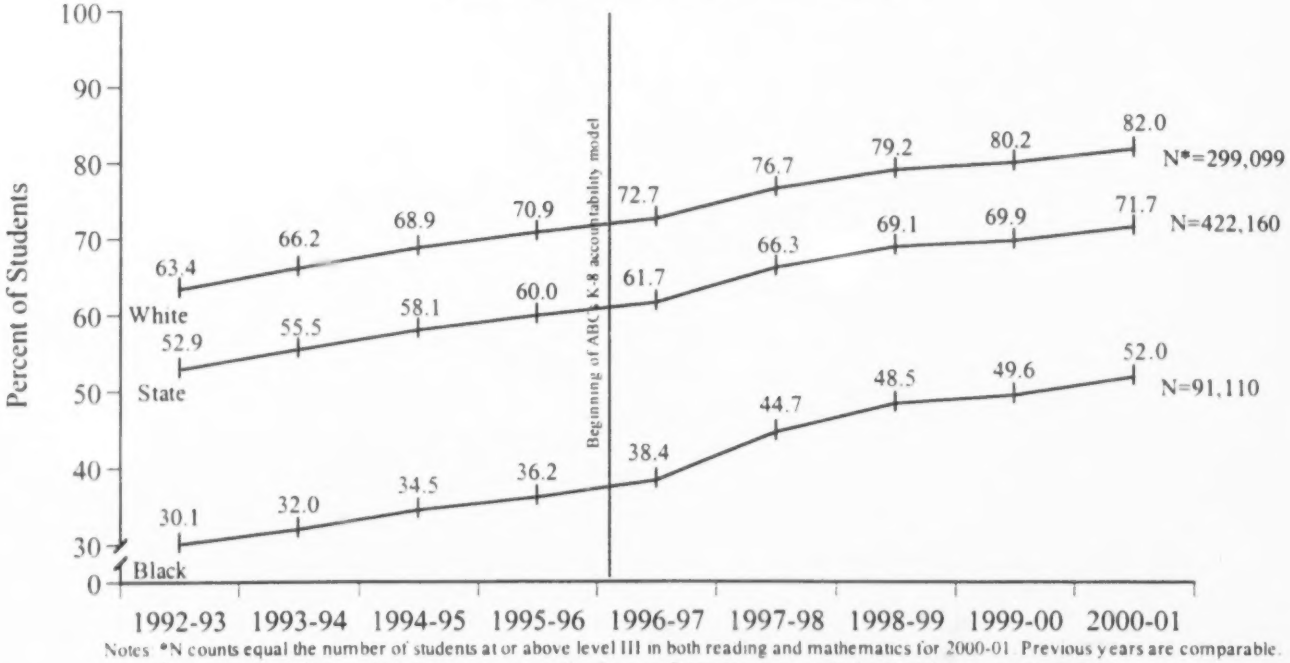

Notes *N counts equal the number of students at or above level III in both reading and mathematics for 2000-01. Previous years are comparable.
The inclusion of Black and White ethnic groups in this figure reflects their status as the largest ethnic groups in the state.
Data received from LEAs and charter schools after August 2001 are not included in these figures.

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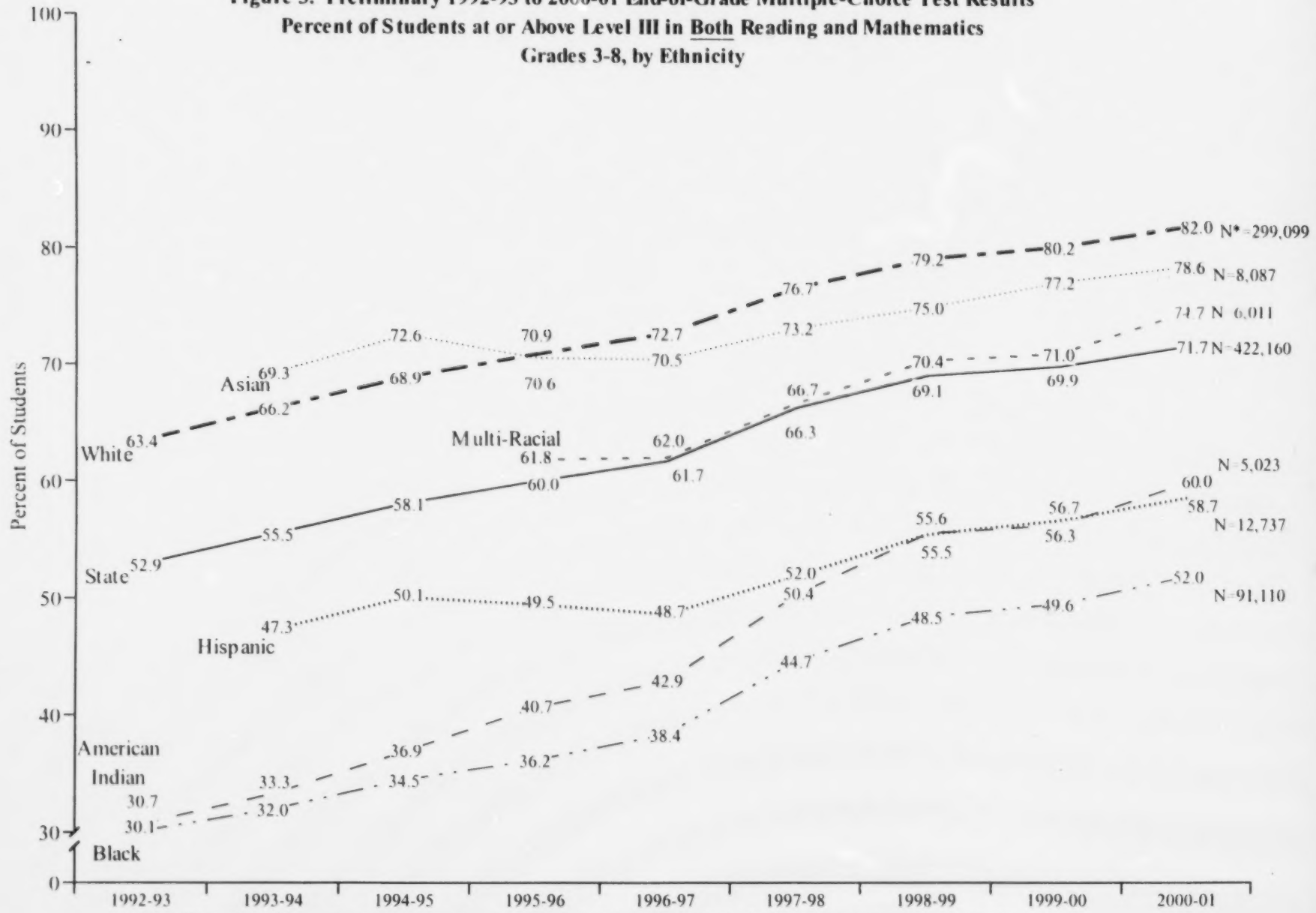
Figure 3. Preliminary 1992-93 to 2000-01 End-of-Grade Multiple-Choice Test Results
Percent of Students at or Above Level III in Both Reading and Mathematics
Grades 3-8, by Ethnicity



Notes: *N counts equal the number of students at or above level III in both reading and mathematics for 2000-01. Previous years are comparable.
Asian and Hispanic results were not reported in 1992-93. Multi-Racial results were not reported in 1992-93, 1993-94, and 1994-95.
Data received from LEAs and charter schools after August 2001 are not included in this figure.

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Table 1. Preliminary 2000-01 End-of-Grade Multiple-Choice Test Results
Statewide Summary
Reading and Mathematics

	Reading			Mathematics		
	Number Tested	Percent Students at Achievement Levels III, IV		Number Tested	Percent Students at Achievement Levels III, IV**	
	Mean Scale Score	Standard Deviation		Mean* Scale Score	Standard Deviation	
Grade 3	101,652	76.4%		102,160	73.6%	
	147.0	9.3		250.6	7.7	
Grade 4	99,717	74.6%		100,392	86.8%	
	150.3	9.3		255.8	8.3	
Grade 5	99,639	82.7%		100,226	86.7%	
	156.0	8.2		260.0	9.6	
Grade 6	100,005	70.6%		100,294	82.9%	
	156.7	9.6		263.2	9.9	
Grade 7	96,888	75.3%		97,060	81.2%	
	159.9	8.5		267.1	10.6	
Grade 8	93,305	83.3%		93,408	79.5%	
	163.1	8.1		270.0	11.0	

Notes: Data received from LEAs and charter schools after August 2001 are not included in this table.

* The North Carolina mathematics tests measure the competencies in the 1998 North Carolina mathematics curriculum beginning in the 2000-01 school year. Prior to 2000-01, the end-of-grade mathematics scale score range was 98 to 208. Beginning in 2000-01, the end-of-grade mathematics scale score range is 218 to 310.

** The adjusted achievement level ranges for mathematics generated in September 2001 were used to calculate all 2001 data.

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Table 2. Preliminary 1992-93 to 2000-01 End-of-Grade Multiple-Choice Test Results

Statewide Summary of Student Performance

Reading

	1992-93	1993-94	1994-95	1995-96	1996-97	1997-98	1998-99	1999-00	2000-01
	Number Tested	Number Tested	Number Tested	Number Tested	Number Tested	Number Tested	Number Tested	Number Tested	Number Tested
	Mean Scale Score	Mean Scale Score	Mean Scale Score	Mean Scale Score	Mean Scale Score	Mean Scale Score	Mean Scale Score	Mean Scale Score	Mean Scale Score
	Percent Students at Achievement Levels III, IV	Percent Students at Achievement Levels III, IV	Percent Students at Achievement Levels III, IV	Percent Students at Achievement Levels III, IV	Percent Students at Achievement Levels III, IV	Percent Students at Achievement Levels III, IV	Percent Students at Achievement Levels III, IV	Percent Students at Achievement Levels III, IV	Percent Students at Achievement Levels III, IV
Grade 3	85,381	88,301	88,741	90,594	95,356	98,389	100,525	101,064	101,652
	142.7	142.8	143.4	143.8	144.1	145.7	146.4	146.5	147.0
	61.2%	60.4%	63.4%	64.8%	65.8%	71.6%	73.6%	74.4%	76.4%
Grade 4	84,811	85,311	88,163	89,115	91,868	94,109	97,911	99,451	99,717
	147.1	147.9	147.6	148.7	148.4	149.3	149.5	149.8	150.3
	62.4%	65.8%	64.1%	69.4%	67.7%	70.9%	71.4%	72.1%	74.6%
Grade 5	85,337	85,330	86,150	89,237	90,773	91,566	94,801	98,099	99,639
	151.5	151.7	152.4	152.1	153.0	154.3	154.3	155.3	156.0
	64.1%	65.5%	68.2%	66.5%	70.8%	75.2%	75.8%	79.1%	82.7%
Grade 6	84,278	85,813	86,370	87,310	91,667	91,669	93,589	96,489	100,005
	154.0	154.4	154.5	155.3	155.6	155.8	156.7	156.3	156.7
	62.6%	65.1%	65.9%	67.8%	67.1%	70.0%	72.3%	69.5%	70.6%
Grade 7	83,868	84,852	86,478	87,457	89,515	91,267	92,021	94,031	96,888
	157.0	157.3	158.0	157.9	158.2	159.0	159.9	160.2	159.9
	63.5%	64.2%	68.5%	66.9%	67.8%	71.1%	76.6%	76.4%	75.3%
Grade 8	80,833	82,985	83,802	85,997	87,317	87,903	90,330	90,984	93,305
	158.7	159.7	160.1	160.0	160.9	161.9	162.3	162.7	163.1
	66.5%	71.0%	72.8%	72.7%	75.0%	79.5%	79.9%	82.5%	83.3%

Note: Data received from LEAs and charter schools after August 2001 are not included in this table.

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Table 3. Preliminary 1992-93 to 2000-01 End-of-Grade Multiple-Choice Test Results
Statewide Summary of Student Performance
Mathematics

	1992-93	1993-94	1994-95	1995-96	1996-97	1997-98	1998-99	1999-00	2000-01
	Number Tested	Number Tested	Number Tested	Number Tested	Number Tested	Number Tested	Number Tested	Number Tested	Number Tested
	Mean Scale Score	Mean Scale Score	Mean Scale Score	Mean Scale Score	Mean Scale Score	Mean Scale Score	Mean Scale Score	Mean Scale Score	Mean Scale Score*
	Percent Students at Achievement Levels III, IV	Percent Students at Achievement Levels III, IV	Percent Students at Achievement Levels III, IV	Percent Students at Achievement Levels III, IV	Percent Students at Achievement Levels III, IV	Percent Students at Achievement Levels III, IV	Percent Students at Achievement Levels III, IV	Percent Students at Achievement Levels III, IV	Percent Students at Achievement Levels III, IV**
Grade 3	85,026	88,414	88,845	90,710	95,608	98,844	101,021	101,572	102,160
	139.9	140.0	141.2	141.9	142.8	142.3	142.9	143.5	250.6
	60.6%	61.6%	65.1%	67.4%	70.2%	68.2%	70.0%	71.8%	73.6%
Grade 4	84,453	85,363	88,230	89,172	92,064	94,499	98,391	99,990	100,392
	146.1	147.2	147.9	148.5	149.5	151.5	152.2	152.9	255.8
	64.1%	67.0%	68.5%	71.5%	74.6%	79.3%	82.7%	84.4%	86.8%
Grade 5	84,999	85,384	86,159	89,261	90,930	91,927	95,258	98,558	100,226
	152.3	153.5	154.4	155.2	156.4	157.4	159.2	159.5	260.0
	59.7%	63.9%	66.5%	70.0%	73.1%	78.0%	82.4%	82.9%	86.7%
Grade 6	83,683	85,850	86,395	87,320	91,720	91,802	93,824	96,708	100,294
	158.3	159.4	160.2	161.4	162.0	163.6	164.8	165.1	263.2
	61.3%	66.2%	67.6%	72.6%	72.7%	78.3%	81.1%	81.0%	82.9%
Grade 7	83,143	84,768	86,439	87,490	89,526	91,368	92,151	94,031	97,060
	164.1	164.8	166.0	166.4	167.5	169.2	170.8	171.0	267.1
	60.0%	63.3%	67.1%	68.5%	70.8%	76.9%	82.5%	80.7%	81.2%
Grade 8	80,032	82,793	83,576	86,006	87,390	87,978	90,396	90,984	93,408
	168.3	169.0	170.3	170.6	171.1	173.7	174.1	175.3	270.0
	61.9%	61.9%	67.6%	67.7%	68.9%	76.3%	77.6%	80.6%	79.5%

Notes: Data received from LEAs and charter schools after August 2001 are not included in this table.

* The North Carolina mathematics tests measure the competencies in the 1998 North Carolina mathematics curriculum beginning in the 2000-01 school year. Prior to 2000-01, the end-of-grade mathematics scale score range was 98 to 208. Beginning in 2000-01, the end-of-grade mathematics scale score range is 218 to 310.

** The adjusted achievement level ranges for mathematics generated in September 2001 were used to calculate all 2001 data.

Table 4. Preliminary 1992-93 to 2000-01 End-of-Grade Multiple-Choice Test Results

October 1, 2001

Statewide Summary of Student Performance

Reading

	1992-93		1993-94		1994-95		1995-96		1996-97	
	Number Tested	Percent Students at Achievement Levels III, IV	Number Tested	Percent Students at Achievement Levels III, IV	Number Tested	Percent Students at Achievement Levels III, IV	Number Tested	Percent Students at Achievement Levels III, IV	Number Tested	Percent Students at Achievement Levels III, IV
	Mean Scale Score	Percent Students at Achievement Level I	Mean Scale Score	Percent Students at Achievement Level I	Mean Scale Score	Percent Students at Achievement Level I	Mean Scale Score	Percent Students at Achievement Level I	Mean Scale Score	Percent Students at Achievement Level I
Grade 3	85,381	61.2%	88,301	60.4%	88,741	63.4%	90,594	64.8%	95,356	65.8%
	142.7	13.6%	142.8	13.9%	143.4	12.9%	143.8	11.3%	144.1	11.0%
Std. Dev.	9.9		10.0		10.1		9.7		9.8	
Grade 4	84,811	62.4%	85,311	65.8%	88,163	64.1%	89,115	69.4%	91,868	67.7%
	147.1	12.1%	147.9	10.1%	147.6	10.8%	148.7	9.0%	148.4	9.9%
Std. Dev.	9.6		9.3		9.6		9.3		9.6	
Grade 5	85,337	64.1%	85,330	65.5%	86,150	68.2%	89,237	66.5%	90,773	70.8%
	151.5	9.5%	151.7	9.8%	152.4	8.0%	152.1	8.9%	153.0	7.6%
Std. Dev.	9.0		8.9		8.8		8.9		8.9	
Grade 6	84,278	62.6%	85,813	65.1%	86,370	65.9%	87,310	67.8%	91,667	67.1%
	154.0	9.3%	154.4	9.2%	154.5	7.5%	155.3	8.8%	155.6	8.7%
Std. Dev.	9.1		9.1		8.7		9.3		9.9	
Grade 7	83,868	63.5%	84,852	64.2%	86,478	68.5%	87,457	66.9%	89,515	67.8%
	157.0	9.3%	157.3	9.6%	158.0	8.0%	157.9	8.5%	158.2	8.4%
Std. Dev.	8.6		8.7		8.6		8.6		9.0	
Grade 8	80,833	66.5%	82,985	71.0%	83,802	72.8%	85,997	72.7%	87,317	75.0%
	158.7	7.9%	159.7	6.0%	160.1	5.7%	160.0	5.5%	160.9	5.0%
Std. Dev.	8.9		8.6		8.6		8.5		8.7	

Note: Data received from LEAs and charter schools after August 2001 are not included in this table.

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Table 4. Preliminary 1992-93 to 2000-01 End-of-Grade Multiple-Choice Test Results

Statewide Summary of Student Performance (continued)

Reading

	1997-98		1998-99		1999-00		2000-01	
	Number Tested	Percent Students at Achievement Levels III, IV	Number Tested	Percent Students at Achievement Levels III, IV	Number Tested	Percent Students at Achievement Levels III, IV	Number Tested	Percent Students at Achievement Levels III, IV
	Mean Scale Score	Percent Students at Achievement Level I	Mean Scale Score	Percent Students at Achievement Level I	Mean Scale Score	Percent Students at Achievement Level I	Mean Scale Score	Percent Students at Achievement Level I
Grade 3	98,389	71.6%	100,525	73.6%	101,064	74.4%	101,652	76.4%
	145.7	8.6%	146.4	6.9%	146.5	6.2%	147.0	5.7%
Std. Dev.	9.7		9.7		9.5		9.3	
Grade 4	94,109	70.9%	97,911	71.4%	99,451	72.1%	99,717	74.6%
	149.3	7.9%	149.5	7.4%	149.8	7.0%	150.3	6.1%
Std. Dev.	9.6		9.4		9.5		9.3	
Grade 5	91,566	75.2%	94,801	75.8%	98,099	79.1%	99,639	82.7%
	154.3	6.1%	154.3	5.0%	155.3	4.4%	156.0	3.4%
Std. Dev.	9.0		8.5		8.7		8.2	
Grade 6	91,669	70.0%	93,589	72.3%	96,489	69.5%	100,005	70.6%
	155.8	7.3%	156.7	5.9%	156.3	6.9%	156.7	6.0%
Std. Dev.	9.3		9.3		9.8		9.6	
Grade 7	91,267	71.1%	92,021	76.6%	94,031	76.4%	96,888	75.3%
	159.0	7.4%	159.9	5.2%	160.2	5.3%	159.9	5.0%
Std. Dev.	8.8		8.2		8.5		8.5	
Grade 8	87,903	79.5%	90,330	79.9%	90,984	82.5%	93,305	83.3%
	161.9	3.4%	162.3	3.2%	162.7	2.9%	163.1	2.3%
Std. Dev.	8.3		8.4		8.1		8.1	

Note: Data received from LEAs and charter schools after August 2001 are not included in this table

Table 5. Preliminary 1992-93 to 2000-01 End-of-Grade Multiple-Choice Test Results

October 1, 2001

Statewide Summary of Student Performance

Mathematics

	1992-93		1993-94		1994-95		1995-96		1996-97	
	Number Tested	Percent Students at Achievement Levels III, IV	Number Tested	Percent Students at Achievement Levels III, IV	Number Tested	Percent Students at Achievement Levels III, IV	Number Tested	Percent Students at Achievement Levels III, IV	Number Tested	Percent Students at Achievement Levels III, IV
	Mean Scale Score	Percent Students at Achievement Level I	Mean Scale Score	Percent Students at Achievement Level I	Mean Scale Score	Percent Students at Achievement Level I	Mean Scale Score	Percent Students at Achievement Level I	Mean Scale Score	Percent Students at Achievement Level I
Grade 3	85,026	60.6%	88,414	61.6%	88,845	65.1%	90,710	67.4%	95,608	70.2%
	139.9	10.7%	140.0	10.9%	141.2	9.3%	141.9	7.9%	142.8	6.8%
Std. Dev.	11.3		11.5		11.5		11.4		11.3	
Grade 4	84,453	64.1%	85,363	67.0%	88,230	68.5%	89,172	71.5%	92,064	74.6%
	146.1	10.0%	147.2	8.8%	147.9	8.6%	148.5	7.2%	149.5	6.4%
Std. Dev.	10.5		10.7		11.1		10.7		10.8	
Grade 5	84,999	59.7%	85,384	63.9%	86,159	66.5%	89,261	70.0%	90,930	73.1%
	152.3	12.1%	153.5	10.6%	154.4	9.4%	155.2	8.5%	156.4	7.1%
Std. Dev.	9.7		10.0		10.3		10.2		10.4	
Grade 6	83,683	61.3%	85,850	66.2%	86,395	67.6%	87,320	72.6%	91,720	72.7%
	158.3	10.5%	159.4	9.6%	160.2	8.2%	161.4	7.0%	162.0	6.6%
Std. Dev.	10.1		10.2		10.4		10.6		11.1	
Grade 7	83,143	60.0%	84,768	63.3%	86,439	67.1%	87,490	68.5%	89,526	70.8%
	164.1	10.5%	164.8	11.5%	166.0	8.4%	166.4	9.0%	167.5	8.6%
Std. Dev.	10.0		10.4		10.4		10.7		11.4	
Grade 8	80,032	61.9%	82,793	61.9%	83,576	67.6%	86,006	67.7%	87,390	68.9%
	168.3	10.4%	169.0	10.1%	170.3	8.2%	170.6	8.8%	171.1	9.0%
Std. Dev.	10.6		11.0		11.1		11.3		11.8	

Notes: Data received from LEAs and charter schools after August 2001 are not included in this table.

*The North Carolina mathematics tests measure the competencies in the 1998 North Carolina mathematics curriculum beginning in the 2000-01 school year. Prior to 2000-01, the end of grade mathematics scale score range was 98 to 208. Beginning in 2000-01, the end-of-grade mathematics scale score range is 218 to 310.

Table 5. Preliminary 1992-93 to 2000-01 End-of-Grade Multiple-Choice Test Results

October 1, 2001

Statewide Summary of Student Performance (continued)

Mathematics

	1997-98		1998-99		1999-00		2000-01	
	Number Tested	Percent Students at Achievement Levels III, IV	Number Tested	Percent Students at Achievement Levels III, IV	Number Tested	Percent Students at Achievement Levels III, IV	Number Tested	Percent Students at Achievement Levels III, IV**
	Mean Scale Score	Percent Students at Achievement Level I	Mean Scale Score	Percent Students at Achievement Level I	Mean Scale Score	Percent Students at Achievement Level I	Mean Scale Score*	Percent Students at Achievement Level I
Grade 3	98,844	68.2%	101,021	70.0%	101,572	71.8%	102,160	73.6%
	142.3	7.0%	142.9	6.3%	143.5	5.6%	250.6	4.2%
Std. Dev.	11.2		11.1		11.1		7.7	
Grade 4	94,499	79.3%	98,391	82.7%	99,990	84.4%	100,392	86.8%
	151.5	4.0%	152.2	2.9%	152.9	2.1%	255.8	1.2%
Std. Dev.	10.8		10.3		10.1		8.3	
Grade 5	91,927	78.0%	95,258	82.4%	98,558	82.9%	100,226	86.7%
	157.4	5.8%	159.2	3.8%	159.5	3.8%	260.0	2.2%
Std. Dev.	10.1		10.0		10.1		9.6	
Grade 6	91,802	78.3%	93,824	81.1%	96,708	81.0%	100,294	82.9%
	163.6	5.0%	164.8	4.3%	165.1	4.1%	263.2	3.3%
Std. Dev.	10.8		10.9		11.2		9.9	
Grade 7	91,368	76.9%	92,151	82.5%	94,031	80.7%	97,060	81.2%
	169.2	5.4%	170.8	3.9%	171.0	4.5%	267.1	3.2%
Std. Dev.	11.0		10.6		11.5		10.6	
Grade 8	87,978	76.3%	90,396	77.6%	90,984	80.6%	93,408	79.5%
	173.7	5.4%	174.1	5.4%	175.3	4.8%	270.0	5.3%
Std. Dev.	11.6		12.0		11.9		11.0	

Notes: Data received from LEAs and charter schools after August 2001 are not included in this table.

* The North Carolina mathematics tests measure the competencies in the 1998 North Carolina mathematics curriculum beginning in the 2000-01 school year. Prior to 2000-01, the end-of-grade mathematics scale score range was 98 to 208. Beginning in 2000-01, the end-of-grade mathematics scale score range is 218 to 310.

** The adjusted achievement level ranges for mathematics generated in September 2001 were used to calculate all 2001 data.

Table 6. 2000-01 End-of-Grade Multiple-Choice Tests
Achievement Level Ranges by Subject and Grade

Reading Developmental Scale Scores (set in 1993)

Grade	Level I	Level II	Level III	Level IV
3	114-130	131-140	141-150	151-172
4	118-134	135-144	145-155	156-174
5	124-138	139-148	149-158	159-182
6	124-140	141-151	152-161	162-183
7	126-144	145-154	155-163	164-183
8	132-144	145-155	156-165	166-187

Mathematics Developmental Scale Scores (set in September 2001)

Grade	Level I	Level II	Level III	Level IV
3	218-237	238-245	246-254	255-276
4	221-239	240-246	247-257	258-285
5	221-242	243-249	250-259	260-295
6	228-246	247-253	254-264	265-296
7	231-249	250-257	258-266	267-307
8	235-253	254-260	261-271	272-310

Table 7. Preliminary 1992-93 to 2000-01 End-of-Grade Multiple-Choice Test Results
Percent of Students at Each Achievement Level by Grade

October 1, 2001

Reading

Achievement Levels

Level I

Students performing at Achievement Level I do not have sufficient mastery of knowledge and skills in the subject area to be successful at the next grade level.

Level II

Students performing at Achievement Level II demonstrate inconsistent mastery of knowledge and skills in the subject area and are minimally prepared to be successful at the next grade level.

Level III

Students performing at Achievement Level III consistently demonstrate mastery of the grade level subject matter and skills and are well-prepared for the next grade level.

Level IV

Students performing at Achievement Level IV consistently perform in a superior manner clearly beyond that required to be proficient at grade level work.

	Grade 3	*Grade 4*	*Grade 5*	*Grade 6*	*Grade 7*	*Grade 8*
1993	13.6	12.1	9.5	9.3	9.3	7.9
1994	13.9	10.1	9.8	9.2	9.6	6.0
1995	12.9	10.8	8.0	7.5	8.0	5.7
1996	11.3	9.0	8.9	8.8	8.5	5.5
1997	11.0	9.9	7.6	8.7	8.4	5.0
1998	8.6	7.9	6.1	7.3	7.4	3.4
1999	6.9	7.4	4.9	5.9	5.2	3.2
2000	6.2	7.0	4.4	6.9	5.3	2.9
2001	5.7	6.1	3.4	6.0	5.0	2.3
1993	25.2	25.6	26.4	28.1	27.1	25.6
1994	25.7	24.1	24.8	25.7	26.2	23.0
1995	23.7	25.1	23.8	26.6	23.5	21.5
1996	23.9	21.6	24.6	23.5	24.7	21.8
1997	23.2	22.4	21.6	24.2	23.8	20.0
1998	19.8	21.2	18.8	22.7	21.4	17.2
1999	19.5	21.2	19.3	21.8	18.2	16.9
2000	19.4	21.0	16.6	23.6	18.2	14.6
2001	17.9	19.4	13.9	23.4	19.7	14.4
1993	38.5	41.2	39.7	39.8	39.4	42.5
1994	36.1	44.0	41.8	41.3	38.9	44.2
1995	37.2	41.6	41.3	43.3	40.6	43.7
1996	37.9	44.8	41.3	40.4	39.4	45.8
1997	37.6	42.9	41.4	37.3	36.4	43.6
1998	36.3	41.5	40.4	39.3	39.0	43.7
1999	36.7	43.8	43.1	39.6	41.2	43.1
2000	38.0	42.3	41.0	36.6	39.4	43.8
2001	38.4	43.2	43.2	37.7	37.5	43.9
1993	22.7	21.2	24.4	22.8	24.1	24.0
1994	24.3	21.8	23.7	23.8	25.3	26.8
1995	26.2	22.6	26.9	22.6	27.8	29.1
1996	26.9	24.6	25.3	27.4	27.4	26.8
1997	28.3	24.8	29.4	29.7	31.4	31.4
1998	35.3	29.4	34.8	30.7	32.2	35.8
1999	36.9	27.6	32.7	32.7	35.4	36.8
2000	36.4	29.7	38.1	32.9	37.1	38.6
2001	38.0	31.3	39.4	32.9	37.8	39.4

Notes: Percents are rounded to the nearest tenth.
Due to rounding, data for some grades in certain years may not add to 100%.
Data received from LEAs after August 2001 are not included in this table.

Table 8. Preliminary 1992-93 to 2000-01 End-of-Grade Multiple-Choice Test Results
Percent of Students at Each Achievement Level by Grade

October 1, 2001

Mathematics

Achievement Levels

Level I

Students performing at Achievement Level I do not have sufficient mastery of knowledge and skills in the subject area to be successful at the next grade level.

Level II

Students performing at Achievement Level II demonstrate inconsistent mastery of knowledge and skills in the subject area and are minimally prepared to be successful at the next grade level.

Level III

Students performing at Achievement Level III consistently demonstrate mastery of the grade level subject matter and skills and are well-prepared for the next grade level.

Level IV

Students performing at Achievement Level IV consistently perform in a superior manner clearly beyond that required to be proficient at grade level work.

	Grade 3	*Grade 4*	*Grade 5*	*Grade 6*	*Grade 7*	*Grade 8*
1993	10.7	10.0	12.1	10.5	10.5	10.4
1994	10.9	8.8	10.6	9.6	11.5	10.1
1995	9.3	8.6	9.4	8.2	8.4	8.2
1996	7.9	7.2	8.5	7.0	9.0	8.8
1997	6.8	6.4	7.1	6.6	8.6	9.0
1998	7.0	4.0	5.8	5.0	5.4	5.4
1999	6.3	2.9	3.8	4.3	4.0	5.4
2000	5.6	2.1	3.8	4.1	4.5	4.8
2001*	4.2	1.2	2.2	3.3	3.2	5.3
1993	28.6	25.9	28.2	28.2	29.5	27.7
1994	27.5	24.1	25.5	24.3	25.3	28.1
1995	25.6	22.9	24.1	24.1	24.5	24.2
1996	24.7	21.3	21.5	20.5	22.5	23.5
1997	23.0	19.1	19.8	20.7	20.6	22.1
1998	24.8	16.8	16.1	16.7	17.7	18.3
1999	23.7	14.4	13.7	14.6	13.6	17.0
2000	22.6	13.4	13.3	14.9	14.8	14.6
2001*	22.2	12.0	11.2	13.8	15.5	15.2
1993	39.5	44.0	38.3	41.7	38.0	41.1
1994	39.7	43.2	37.7	43.9	38.3	38.4
1995	39.7	41.3	37.3	42.5	38.6	40.1
1996	39.7	43.6	38.0	43.0	38.8	38.7
1997	39.6	41.9	36.2	40.5	36.9	38.4
1998	39.8	41.7	37.8	40.7	38.3	37.6
1999	40.2	43.0	35.5	39.8	37.4	37.9
2000	40.0	43.7	34.3	38.1	35.1	36.5
2001*	43.3	46.7	36.6	40.5	33.3	36.8
1993	21.2	20.1	21.4	19.5	22.0	20.8
1994	21.9	23.8	26.2	22.3	25.0	23.5
1995	25.4	27.2	29.2	25.1	28.5	27.5
1996	27.7	28.0	32.0	29.6	29.7	29.1
1997	30.7	32.7	36.8	32.2	34.0	30.5
1998	28.4	37.6	40.2	37.7	38.6	38.7
1999	29.8	39.6	46.9	41.3	45.0	39.7
2000	31.8	40.8	48.6	42.9	45.6	44.1
2001*	30.3	40.0	50.0	42.4	48.0	42.7

Notes: Percents are rounded to the nearest tenth.
Due to rounding, data for some grades in certain years may not add to 100%.
Data received from LEAs after August 2001 are not included in this table.

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Table 9. 2000-01 End-of-Grade Distribution of Scale Scores
Grade 3 Mathematics

NUMBER OF STUDENTS WITH VALID SCORES	102,160	HIGH SCORE	276
		LOW SCORE	218
MEAN	250.6	2001 STATE PERCENTILES	SCALE SCORE
STANDARD DEVIATION	7.7	90	260.58
		75	255.95
VARIANCE	60.0	50 (MEDIAN)	250.21
		25	245.15
		10	240.66

FREQUENCY DISTRIBUTION

	SCALE SCORE	FREQUENCY	CUMULATIVE FREQUENCY	PERCENT	CUMULATIVE PERCENT	2001 STATE PERCENTILE
	276	7	102160	0.01	100.00	99
	275	41	102153	0.04	99.99	99
	274	80	102112	0.08	99.95	99
	273	210	102032	0.21	99.87	99
	271	514	101822	0.50	99.67	99
	269	206	101308	0.20	99.17	99
	268	621	101102	0.61	98.96	99
	267	756	100481	0.74	98.36	98
	266	382	99725	0.37	97.62	97
	265	1550	99343	1.52	97.24	96
	264	1241	97793	1.21	95.73	95
	263	528	96552	0.52	94.51	94
	262	2034	96024	1.99	93.99	93
	261	2216	93990	2.17	92.00	91
	260	2424	91774	2.37	89.83	89
	259	3332	89350	3.26	87.46	86
	258	3609	86018	3.53	84.20	82
	257	3762	82409	3.68	80.67	79
	256	3668	78647	3.59	76.98	75
	255	3771	74979	3.69	73.39	72
	254	4658	71208	4.56	69.70	67
	253	5469	66550	5.35	65.14	62
	252	4709	61081	4.61	59.79	57
	251	3734	56372	3.66	55.18	53
	250	5282	52638	5.17	51.53	49
	249	5817	47356	5.69	46.35	44
	248	4696	41539	4.60	40.66	38
	247	5833	36843	5.71	36.06	33
	246	4019	31010	3.93	30.35	28
	245	4177	26991	4.09	26.42	24
	244	4174	22814	4.09	22.33	20
	243	2845	18640	2.78	18.25	17
	242	3079	15795	3.01	15.46	14
	241	2966	12716	2.90	12.45	11
	240	1987	9750	1.94	9.54	9
	239	1688	7763	1.65	7.60	7
	238	1771	6075	1.73	5.95	5
	237	1589	4304	1.56	4.21	3
	236	507	2715	0.50	2.66	2
	235	816	2208	0.80	2.16	2
	234	600	1392	0.59	1.36	1
	233	238	792	0.23	0.78	1
	232	276	554	0.27	0.54	1
	231	102	278	0.10	0.27	1
	230	61	176	0.06	0.17	1
	229	63	115	0.06	0.11	1
	228	19	52	0.02	0.05	1
	227	7	33	0.01	0.03	1
	226	7	26	0.01	0.03	1
	225	6	19	0.01	0.02	1
LESS THAN	225	13	13	0.01	0.01	1

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Table 10. 2000-01 End-of-Grade Distribution of Scale Scores
Grade 4 Mathematics

NUMBER OF STUDENTS WITH VALID SCORES	100,392	HIGH SCORE	285
		LOW SCORE	221
MEAN	255.8	2001 STATE PERCENTILES	SCALE SCORE
STANDARD DEVIATION	8.3	90	266.86
		75	261.30
		50 (MEDIAN)	255.41
VARIANCE	69.2	25	249.50
		10	245.30

FREQUENCY DISTRIBUTION

SCALE SCORE	FREQUENCY	CUMULATIVE FREQUENCY	PERCENT	CUMULATIVE PERCENT	2001 STATE PERCENTILE
285	13	100392	0.01	100.00	99
284	14	100379	0.01	99.99	99
283	24	100365	0.02	99.97	99
282	43	100341	0.04	99.95	99
281	70	100298	0.07	99.91	99
280	207	100228	0.21	99.84	99
279	134	100021	0.13	99.63	99
277	359	99887	0.36	99.50	99
276	463	99528	0.46	99.14	99
275	277	99065	0.28	98.68	99
274	612	98788	0.61	98.40	98
273	816	98176	0.81	97.79	97
272	845	97360	0.84	96.98	97
271	908	96515	0.90	96.14	96
270	1687	95607	1.68	95.23	94
269	525	93920	0.52	93.55	93
268	1804	93395	1.80	93.03	92
267	1940	91591	1.93	91.23	90
266	2048	89651	2.04	89.30	88
265	2133	87603	2.12	87.26	86
264	3811	85470	3.80	85.14	83
263	3039	81659	3.03	81.34	80
262	2382	78620	2.37	78.31	77
261	4805	76238	4.79	75.94	74
260	2449	71433	2.44	71.15	70
259	4758	68984	4.74	68.71	66
258	4030	64226	4.01	63.98	62
257	4747	60196	4.73	59.96	58
256	4856	55449	4.84	55.23	53
255	4577	50593	4.56	50.40	48
254	4729	46016	4.71	45.84	43
253	4454	41287	4.44	41.13	39
252	4263	36833	4.25	36.69	35
251	4068	32570	4.05	32.44	30
250	3877	28502	3.86	28.39	26
249	3784	24625	3.77	24.53	23
248	4559	20841	4.54	20.76	18
247	3014	16282	3.00	16.22	15
246	2731	13268	2.72	13.22	12
245	2477	10537	2.47	10.50	9
244	2083	8060	2.07	8.03	7
243	1827	5977	1.82	5.95	5
242	1226	4150	1.22	4.13	4
241	809	2924	0.81	2.91	3
240	932	2115	0.93	2.11	2
239	322	1183	0.32	1.18	1
238	395	861	0.39	0.86	1
237	210	466	0.21	0.46	1
236	106	256	0.11	0.26	1
235	61	150	0.06	0.15	1
234	41	89	0.04	0.09	1
233	21	48	0.02	0.05	1
232	9	27	0.01	0.03	1
LESS THAN 232	18	18	0.02	0.02	1

Table 11. 2000-01 End-of-Grade Distribution of Scale Scores
Grade 5 Mathematics

NUMBER OF STUDENTS WITH VALID SCORES	100,226	HIGH SCORE	295
		LOW SCORE	221
MEAN	260.0	2001 STATE PERCENTILES	SCALE SCORE
STANDARD DEVIATION	9.6	90	273.14
		75	266.33
VARIANCE	92.6	50 (MEDIAN)	259.52
		25	253.13
		10	247.98

FREQUENCY DISTRIBUTION

SCALE SCORE	FREQUENCY	CUMULATIVE FREQUENCY	PERCENT	CUMULATIVE PERCENT	2001 STATE PERCENTILE
295	22	100226	0.02	100.00	99
293	13	100204	0.01	99.98	99
291	65	100191	0.06	99.97	99
290	50	100126	0.05	99.90	99
288	147	100076	0.15	99.85	99
287	100	99929	0.10	99.70	99
286	227	99829	0.23	99.60	99
285	126	99602	0.13	99.38	99
284	202	99476	0.20	99.25	99
283	386	99274	0.39	99.05	99
282	492	98888	0.49	98.67	98
281	275	98396	0.27	98.17	98
280	583	98121	0.58	97.90	98
279	718	97538	0.72	97.32	97
278	718	96820	0.72	96.60	96
277	1240	96102	1.24	95.89	95
276	1384	94862	1.38	94.65	94
275	989	93478	0.99	93.27	93
274	1519	92489	1.52	92.28	92
273	2135	90970	2.13	90.76	90
272	1725	88835	1.72	88.63	88
271	1739	87110	1.74	86.91	86
270	1864	85371	1.86	85.18	84
269	1821	83507	1.82	83.32	82
268	3880	81686	3.87	81.50	80
267	1947	77806	1.94	77.63	77
266	4106	75859	4.10	75.69	74
265	2110	71753	2.11	71.59	71
264	4254	69643	4.24	69.49	67
263	2930	65389	2.92	65.24	64
262	3569	62459	3.56	62.32	61
261	4401	58890	4.39	58.76	57
260	4447	54489	4.44	54.37	52
259	2852	50042	2.85	49.93	49
258	3730	47190	3.72	47.08	45
257	4476	43460	4.47	43.36	41
256	4423	38984	4.41	38.90	37
255	4206	34561	4.20	34.48	32
254	4098	30355	4.09	30.29	28
253	3250	26257	3.24	26.20	25
252	3193	23007	3.19	22.96	21
251	3094	19814	3.09	19.77	18
250	3350	16720	3.34	16.68	15
249	2074	13370	2.07	13.34	12
248	2431	11296	2.43	11.27	10
247	1790	8865	1.79	8.85	8
246	1598	7075	1.59	7.06	6
245	1724	5477	1.72	5.46	5
244	825	3753	0.82	3.74	3
243	738	2928	0.74	2.92	3
242	625	2190	0.62	2.19	2
241	482	1565	0.48	1.56	1
240	339	1083	0.34	1.08	1
239	235	744	0.23	0.74	1
238	181	509	0.18	0.51	1
237	146	328	0.15	0.33	1
236	80	182	0.08	0.18	1
235	25	102	0.02	0.10	1
234	27	77	0.03	0.08	1
233	23	50	0.02	0.05	1
232	16	27	0.02	0.03	1
LESS THAN 232	11	11	0.01	0.01	1

Table 12. 2000-01 End-of-Grade Distribution of Scale Scores
Grade 6 Mathematics

NUMBER OF STUDENTS WITH VALID SCORES	100,294	HIGH SCORE	296
		LOW SCORE	228
MEAN	263.2		
STANDARD DEVIATION	9.9		
VARIANCE	98.1		

2001 STATE PERCENTILES	SCALE SCORE
90	276.76
75	269.93
50 (MEDIAN)	262.38
25	255.97
10	250.86

FREQUENCY DISTRIBUTION

SCALE SCORE	FREQUENCY	CUMULATIVE FREQUENCY	PERCENT	CUMULATIVE PERCENT	2001 STATE PERCENTILE
296	13	100294	0.01	100.00	99
294	54	100281	0.05	99.99	99
293	94	100227	0.09	99.93	99
291	233	100133	0.23	99.84	99
290	112	99900	0.11	99.61	99
288	583	99788	0.58	99.50	99
286	727	99205	0.72	98.91	99
284	923	98478	0.92	98.19	98
283	746	97555	0.74	97.27	97
282	376	96809	0.37	96.53	96
281	1215	96433	1.21	96.15	96
280	951	95218	0.95	94.94	94
279	1390	94267	1.39	93.99	93
278	1476	92877	1.47	92.60	92
277	1531	91401	1.53	91.13	90
276	1607	89870	1.60	89.61	89
275	2214	88263	2.21	88.00	87
274	2215	86049	2.21	85.80	85
273	1695	83834	1.69	83.59	83
272	2860	82139	2.85	81.90	80
271	2334	79279	2.33	79.05	78
270	3041	76945	3.03	76.72	75
269	3029	73904	3.02	73.69	72
268	3014	70875	3.01	70.67	69
267	3771	67861	3.76	67.66	66
266	3848	64090	3.84	63.90	62
265	2516	60242	2.51	60.07	59
264	3785	57726	3.77	57.56	56
263	3305	53941	3.30	53.78	52
262	4028	50636	4.02	50.49	48
261	4005	46608	3.99	46.47	44
260	4843	42603	4.83	42.48	40
259	4085	37760	4.07	37.65	36
258	3428	33675	3.42	33.58	32
257	3328	30247	3.32	30.16	28
256	3454	26919	3.44	26.84	25
255	3872	23465	3.86	23.40	21
254	2475	19593	2.47	19.54	18
253	3561	17118	3.55	17.07	15
252	2211	13557	2.20	13.52	12
251	2066	11346	2.06	11.31	10
250	1984	9280	1.98	9.25	8
249	1727	7296	1.72	7.27	6
248	1361	5569	1.36	5.55	5
247	935	4208	0.93	4.20	4
246	825	3273	0.82	3.26	3
245	690	2448	0.69	2.44	2
244	511	1758	0.51	1.75	1
243	405	1247	0.40	1.24	1
242	313	842	0.31	0.84	1
241	202	529	0.20	0.53	1
240	118	327	0.12	0.33	1
239	104	211	0.11	0.21	1
238	43	102	0.04	0.10	1
LESS THAN 238	59	59	0.06	0.06	1

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Table 13. 2000-01 End-of-Grade Distribution of Scale Scores
Grade 7 Mathematics

NUMBER OF STUDENTS WITH VALID SCORES	97,060	HIGH SCORE	305
		LOW SCORE	231
MEAN	267.1		
STANDARD DEVIATION	10.6		
VARIANCE	113.2		

2001 STATE PERCENTILES	SCALE SCORE
90	281.97
75	273.95
50 (MEDIAN)	266.07
25	259.34
10	254.20

FREQUENCY DISTRIBUTION

SCALE SCORE	FREQUENCY	CUMULATIVE FREQUENCY	PERCENT	CUMULATIVE PERCENT	2001 STATE PERCENTILE
305	9	97060	0.01	100.00	99
304	14	97051	0.01	99.99	99
302	75	97037	0.08	99.98	99
300	55	96962	0.06	99.90	99
299	73	96907	0.08	99.84	99
298	116	96834	0.12	99.77	99
297	114	96718	0.12	99.65	99
295	285	96604	0.29	99.53	99
294	430	96319	0.44	99.24	99
292	509	95889	0.52	98.79	99
291	312	95380	0.32	98.27	98
290	280	95068	0.29	97.95	98
289	759	94788	0.78	97.66	97
288	771	94029	0.79	96.88	96
287	913	93258	0.94	96.08	96
286	539	92345	0.56	95.14	95
285	990	91806	1.02	94.59	94
284	1128	90816	1.16	93.57	93
283	1683	89688	1.73	92.40	92
282	1221	88005	1.26	90.67	90
281	1346	86784	1.39	89.41	89
280	1313	85438	1.35	88.03	87
279	1370	84125	1.41	86.67	86
278	2073	82755	2.14	85.26	84
277	2348	80682	2.42	83.13	82
276	1530	78334	1.58	80.71	80
275	2546	76804	2.62	79.13	78
274	2639	74258	2.72	76.51	75
273	2664	71619	2.74	73.79	72
272	2798	68955	2.88	71.04	70
271	2831	66157	2.92	68.16	67
270	4097	63326	4.22	65.24	63
269	2107	59229	2.17	61.02	60
268	4293	57122	4.42	58.85	57
267	2341	52829	2.41	54.43	53
266	4597	50488	4.74	52.02	50
265	4689	45891	4.83	47.28	45
264	2425	41202	2.50	42.45	41
263	4721	38777	4.86	39.95	38
262	2369	34056	2.44	35.09	34
261	4632	31687	4.77	32.65	30
260	2262	27055	2.33	27.87	27
259	3332	24793	3.43	25.54	24
258	3245	21461	3.34	22.11	20
257	2140	18216	2.20	18.77	18
256	2043	16076	2.10	16.56	16
255	3799	14033	3.91	14.46	13
254	1735	10234	1.79	10.54	10
253	1586	8499	1.63	8.76	8
252	1452	6913	1.50	7.12	6
251	1255	5461	1.29	5.63	5
250	1074	4206	1.11	4.33	4
249	889	3132	0.92	3.23	3
248	306	2243	0.32	2.31	2
247	393	1937	0.40	2.00	2
246	519	1544	0.53	1.59	1
245	369	1025	0.38	1.06	1
244	263	656	0.27	0.68	1
243	178	393	0.18	0.40	1
242	86	215	0.09	0.22	1
241	54	129	0.06	0.13	1
240	10	75	0.01	0.08	1
239	22	65	0.02	0.07	1
238	26	43	0.03	0.04	1
LESS THAN 238	17	17	0.02	0.02	1

Table 14. 2000-01 End-of-Grade Distribution of Scale Scores
Grade 8 Mathematics

NUMBER OF STUDENTS WITH VALID SCORES	93,408	HIGH SCORE	310
		LOW SCORE	235
MEAN	270.0	2001 STATE PERCENTILES	SCALE SCORE
STANDARD DEVIATION	11.0	90	284.65
		75	277.63
VARIANCE	119.9	50 (MEDIAN)	269.26
		25	262.27
		10	256.02

FREQUENCY DISTRIBUTION

SCALE SCORE	FREQUENCY	CUMULATIVE FREQUENCY	PERCENT	CUMULATIVE PERCENT	2001 STATE PERCENTILE
310	2	93408	0.00	100.00	99
309	8	93406	0.01	100.00	99
307	20	93398	0.02	99.99	99
306	22	93378	0.02	99.97	99
305	50	93356	0.05	99.94	99
303	53	93306	0.06	99.89	99
302	79	93253	0.08	99.83	99
301	169	93174	0.18	99.75	99
299	211	93005	0.23	99.57	99
297	291	92794	0.31	99.34	99
296	373	92503	0.40	99.03	99
295	405	92130	0.43	98.63	98
293	499	91725	0.53	98.20	98
292	587	91226	0.63	97.66	97
291	585	90639	0.63	97.04	97
290	726	90054	0.78	96.41	96
289	1151	89328	1.23	95.63	95
288	822	88177	0.88	94.40	94
287	1397	87355	1.50	93.52	93
286	988	85958	1.06	92.02	91
285	1064	84970	1.14	90.97	90
284	2234	83906	2.39	89.83	89
283	1158	81672	1.24	87.44	87
282	2400	80514	2.57	86.20	85
281	1359	78114	1.45	83.63	83
280	2686	76755	2.88	82.17	81
279	1377	74069	1.47	79.30	79
278	3014	72692	3.23	77.82	76
277	1573	69678	1.68	74.60	74
276	3184	68105	3.41	72.91	71
275	2495	64921	2.67	69.50	68
274	2605	62426	2.79	66.83	65
273	2633	59821	2.82	64.04	63
272	3647	57188	3.90	61.22	59
271	2869	53541	3.07	57.32	56
270	2956	50672	3.16	54.25	53
269	4212	47716	4.51	51.08	49
268	2130	43504	2.28	46.57	45
267	3254	41374	3.48	44.29	43
266	3471	38120	3.72	40.81	39
265	3482	34649	3.73	37.09	35
264	3658	31167	3.92	33.37	31
263	3598	27509	3.85	29.45	28
262	2415	23911	2.59	25.60	24
261	2326	21496	2.49	23.01	22
260	2338	19170	2.50	20.52	19
259	2223	16832	2.38	18.02	17
258	2221	14609	2.38	15.64	14
257	2096	12388	2.24	13.26	12
256	1967	10292	2.11	11.02	10
255	1757	8325	1.88	8.91	8
254	1578	6568	1.69	7.03	6
253	1323	4990	1.42	5.34	5
252	1083	3667	1.16	3.93	3
251	424	2584	0.45	2.77	3
250	432	2160	0.46	2.31	2
249	668	1728	0.72	1.85	1
248	396	1060	0.42	1.13	1
247	285	664	0.31	0.71	1
246	174	379	0.19	0.41	1
245	45	205	0.05	0.22	1
244	52	160	0.06	0.17	1
243	45	108	0.05	0.12	1
242	37	63	0.04	0.07	1
241	11	26	0.01	0.03	1
240	3	15	0.00	0.02	1
LESS THAN 240	12	12	0.01	0.01	1

Preliminary
High School Comprehensive
Multiple-Choice Test Results

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Table 1. Preliminary 1997-98 to 2000-01 North Carolina High School Comprehensive Multiple-Choice Test Results

Statewide Summary

Reading and Mathematics

	Reading		Mathematics	
	Number Tested	Percent Students at Achievement Levels III, IV	Number Tested	Percent Students at Achievement Levels III, IV
	Mean Scale Score	Percent Students at Achievement Level I	Mean Scale Score	Percent Students at Achievement Level I
1997-98	73,976	55.6%	73,635	54.9%
	163.3	11.9%	174.3	14.9%
Standard Deviation	10.2		13.5	
1998-99	75,660	61.1%	75,527	61.4%
	164.8	8.8%	176.3	11.8%
Standard Deviation	9.8		13.6	
1999-00	77,360	61.7%	77,096	64.7%
	164.9	8.8%	177.5	10.5%
Standard Deviation	9.8		13.8	
2000-01	80,692	61.6%	80,492	66.8%
	164.9	9.5%	178.4	9.8%
Standard Deviation	10.0		14.1	

Note: Data received from LEAs and charter schools after August 2001 are not included in this table.

Preliminary
End-of-Course
Multiple-Choice Test Results

Figure 1. Preliminary 1994-95 to 2000-01 End-of-Course Multiple-Choice Test Results
Percent of Students at or Above Level III
by Course**

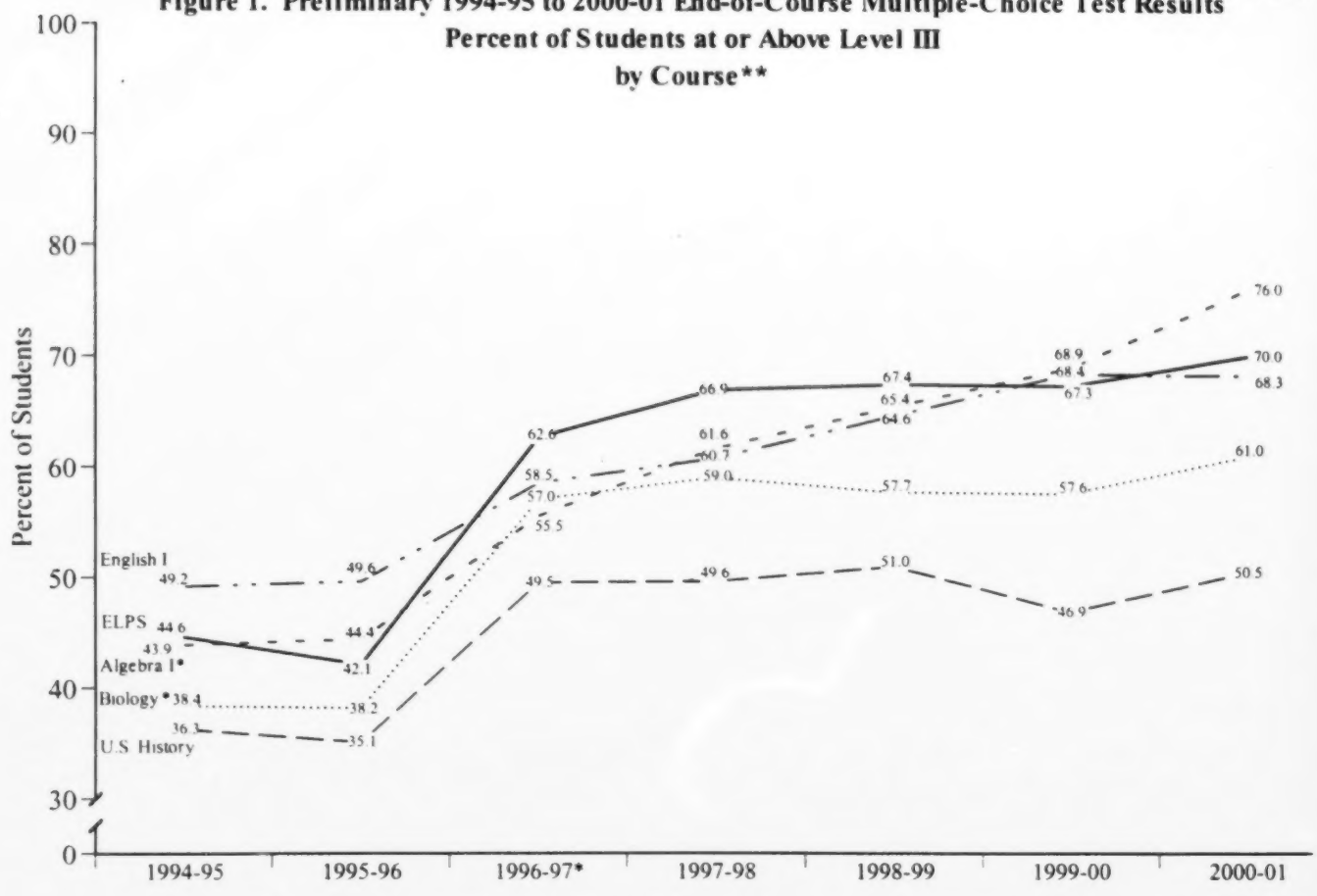
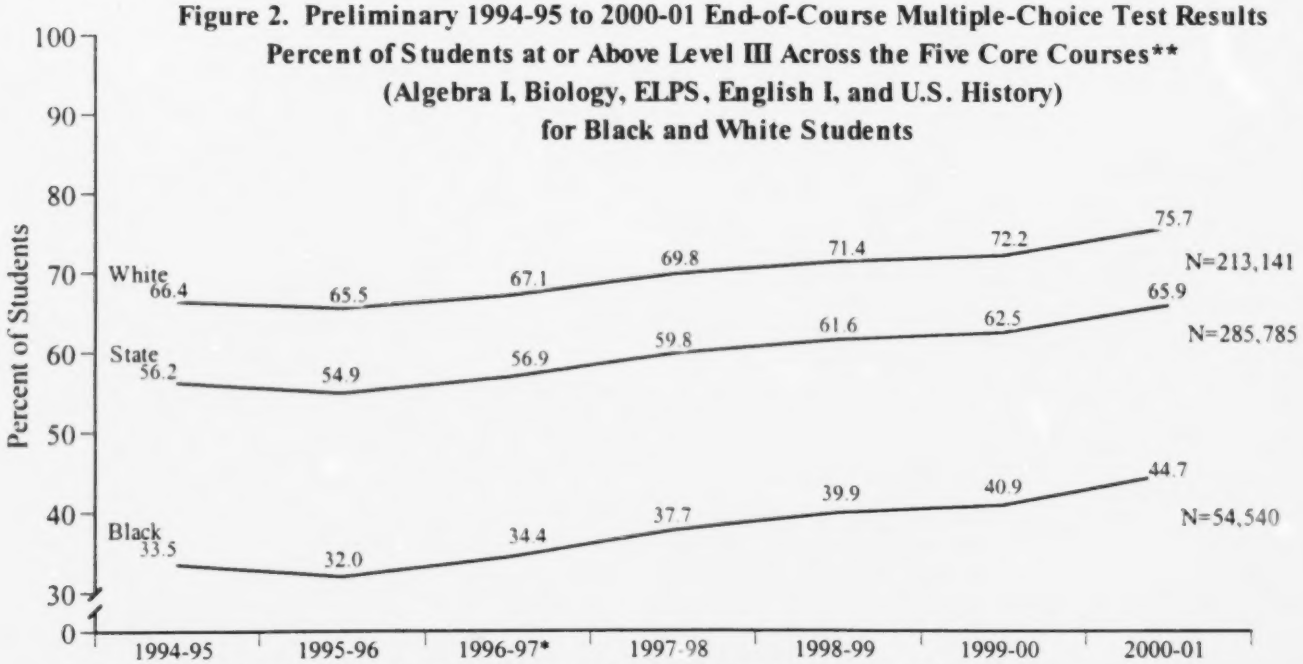


Figure 2. Preliminary 1994-95 to 2000-01 End-of-Course Multiple-Choice Test Results
Percent of Students at or Above Level III Across the Five Core Courses**
(Algebra I, Biology, ELPS, English I, and U.S. History)
for Black and White Students



Notes: *Data for 1996-97 Algebra I and Biology reflect changes made after publication of the 1996-97 Report Card.

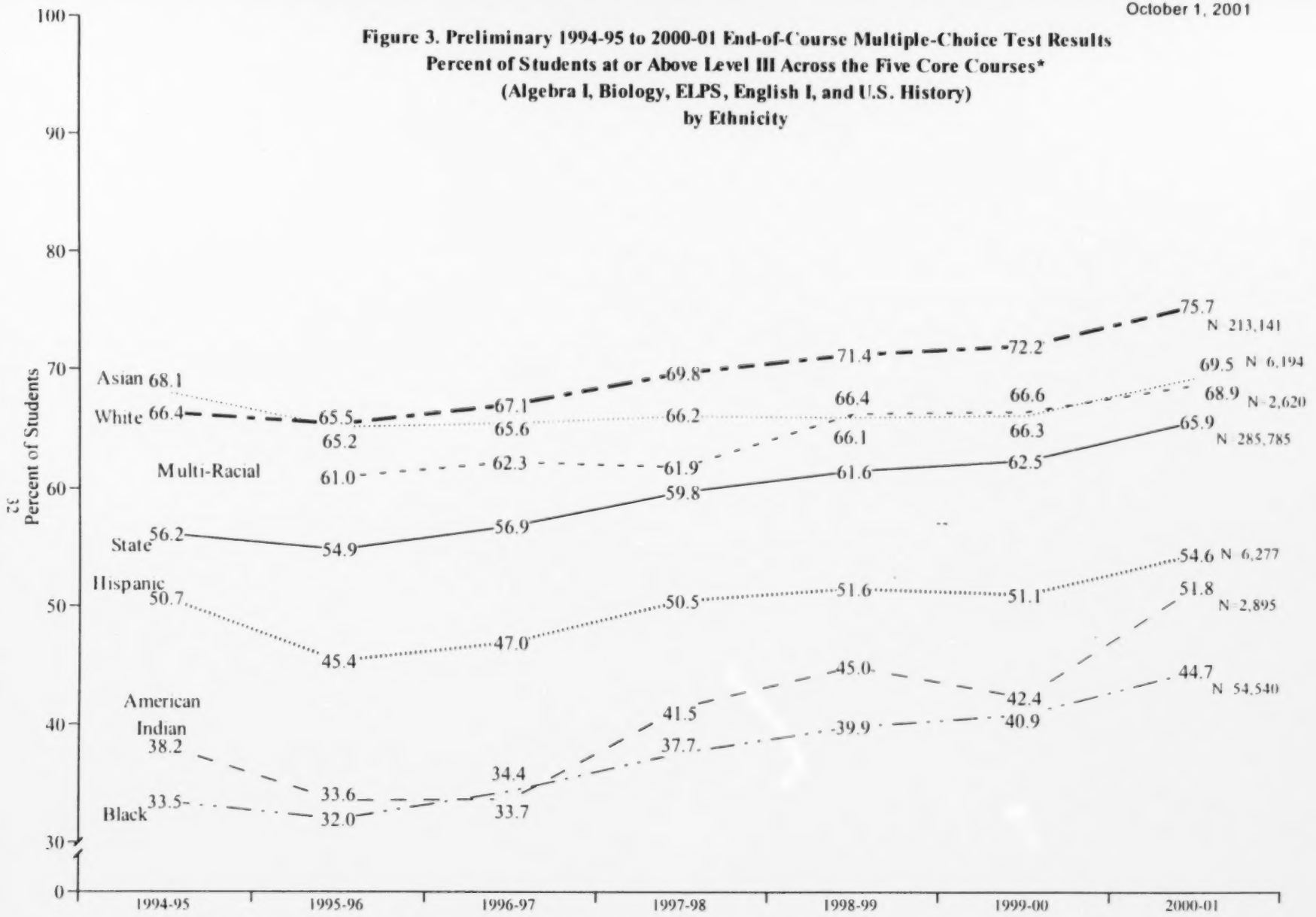
** As of 1998-99, five additional courses were mandated. Since there is no data available from 1994-95 through 1997-98 for these five courses, they are not included in this figure.

The inclusion of Black and White ethnic groups in this figure reflects their status as the largest ethnic groups in the state.

N counts equal the number of students at or above Level III across the five courses for 2000-01. Previous years are comparable.

Data received from LEAs and charter schools after August 2001 are not included in these figures.

Figure 3. Preliminary 1994-95 to 2000-01 End-of-Course Multiple-Choice Test Results
Percent of Students at or Above Level III Across the Five Core Courses*
(Algebra I, Biology, ELPS, English I, and U.S. History)
by Ethnicity



Notes *As of 1998-99, five additional courses were mandated. Since there is no data available from 1994-95 through 1997-98 for these five courses, they are not included in this figure.
Data for 1996-97 Algebra I and Biology reflect changes made after publication of the 1996-97 Report Card.
Multi-Racial results were not reported in 1994-95.
N counts equal the number of students at or above Level III across the five core courses for 2000-01. Previous years are comparable.
Data not received from LEAs and charter schools after August 2001 are not included in this figure.

Table 1. Preliminary 1991-92 to 2000-01 End-of-Course Multiple-Choice Test Results
Statewide Summary

October 1, 2001

	1991-92		1992-93		1993-94		1994-95		1995-96		1996-97		1997-98		1998-99		1999-00		2000-01	
	Number Tested	Participation Index[1]	Number Tested	Participation Index[1]	Number Tested	Participation Index[1]	Number Tested	Participation Index[1]	Number Tested	Participation Index[1]	Number Tested	Participation Index[1]	Number Tested	Participation Index[1]	Number Tested	Participation Index[1]	Number Tested	Participation Index[1]	Number Tested	Participation Index[1]
	Average Core[3]		Average Core[3]	Standard Deviation	Average Core[3]	Standard Deviation	Average Core[3]	Standard Deviation	Average Core[3]	Standard Deviation	Average Scale Score	Standard Deviation	Average Scale Score	Standard Deviation	Average Scale Score	Standard Deviation	Average Scale Score	Standard Deviation	Average Scale Score	Standard Deviation
Algebra I[2]	66,424	81.2%	70,114	86.4%	69,162	N/A	80,370	94.0%	82,635	96.6%	83,777	95.0%	83,124	95.8%	87,404	95.8%	90,109	95.3%	93,000	95.2%
1985-86	40.4		39.9	9.6	55.1	9.1	54.7	9.3	55.0	9.7	55.6	9.7	57.0	9.7	58.0	9.6	59.5	10.5	61.1	9.3
Algebra II	37,221	45.5%	38,909	49.6%	42,497	51.9%	44,928	55.3%							48,956	56.2%	52,451	58.1%	54,902	58.1%
1986-87	38.2		38.8		37.6		38.3								60.0	10.9	61.1	11.0	63.8	9.9
Biology[2]	71,832	91.5%	75,748	92.6%	74,840	92.2%	62,480	N/A	77,420	90.5%	78,723	92.0%	78,804	91.8%	76,872	88.7%	80,549	88.2%	81,960	86.0%
1986-87	41.5		40.0	11.1	39.9	10.6	55.5	8.7	55.5	8.7	55.9	8.9	56.2	8.8	56.0	8.5	56.1	8.5	56.8	8.5
Chemistry	34,682	42.4%	35,738	45.1%	38,462	47.0%	39,289	48.4%							41,261	47.3%	42,605	47.2%	43,702	46.2%
1988-89	39.3		40.1		39.1		40.6								57.8	8.8	58.1	8.7	58.9	8.7
Economic, Legal, and Political Systems	79,313	96.9%	79,070	97.4%	81,200	97.0%	83,597	97.8%	82,577	96.5%	82,611	93.4%	77,348	89.5%	77,740	85.1%	78,992	83.5%	90,209	92.4%
1990-91	42.8		43.7	11.5	43.4	11.3	44.0	11.7	43.4	11.9	53.8	9.3	54.8	9.1	55.0	9.0	55.1	8.9	55.7	8.7
English I[2]	75,381	92.1%	76,183	93.8%	81,685	97.5%	67,748	N/A	85,411	99.8%	89,500	100.0%	88,307	100.0%	89,679	98.3%	93,434	98.8%	94,707	97.0%
1989-90	67.0		66.7	18.0	66.4	17.7	53.1	8.9	53.1	8.9	53.2	8.9	53.6	8.8	54.5	8.7	55.4	8.6	55.4	8.6
Geometry	46,623	59.4%	49,494	60.1%	53,932	66.4%	55,657	66.4%							60,764	69.6%	64,572	70.7%	65,480	68.7%
1988-89	39.1		38.8		38.6		38.6								58.4	9.9	59.1	10.0	59.8	8.9
Physical Science	66,137	80.0%	63,036	77.6%	65,777	78.5%	66,106	77.3%							67,397	73.2%	67,066	70.9%	39,182	40.1%
1990-91	41.1		41.3		40.2		42.9								54.5	9.0	54.9	8.7	55.5	8.7
Physics	10,075	12.2%	10,754	13.2%	10,803	13.8%	10,935	13.4%							11,221	13.2%	11,429	13.1%	10,948	12.1%
1989-90	39.4		39.5		39.7		40.2								56.8	9.2	57.1	9.0	57.0	8.5
U.S. History[2]	65,329	79.9%	63,034	80.0%	65,872	80.5%	53,160	N/A	65,725	78.4%	68,613	79.9%	68,341	80.7%	70,187	80.0%	70,930	81.1%	73,742	78.0%
1987-88	42.2		42.3	9.7	40.4	10.5	56.2	8.3	56.3	8.2	56.2	8.2	56.3	8.4	56.6	8.3	55.8	8.3	56.6	8.4

Notes: The year of implementation is listed below the subject. Beginning in 1993-94, where possible, scores for the entire accountability year are reported. The 1995-96 data are based on all cycles of testing for the July 1 to June 30 accountability year. Algebra I was first scaled in 1993-94, and U.S. History, English I, and Biology in 1994-95 and 1995-96. Bold vertical lines between years indicate that the scores changed from mean raw core scores to mean scale scores and therefore, are not comparable across years separated by the bold vertical lines. Numbers to the left of these lines are mean raw core scores and numbers to the right are mean scale scores. From 1995-96 to 1997-98, five tests were administered statewide in the five high school subject areas. Other end of course multiple choice tests were administered as a local option and are not depicted in this report. Beginning in 1998-99, the ten tests in the table above were mandated statewide. Data for 1995-96 through 1997-98 are not available for Algebra II, Chemistry, Geometry, Physical Science, and Physics as these tests were not mandated during this period.

[1] Participation Index is the number of students enrolled in the course, divided by the number of students who were in the eighth grade the year in which typical students in the course were in grade eight.

[2] The Algebra I score in 1993-94 and the Biology, English I, and U.S. History scores in 1994-95 are the mean scale scores.

[3] Average core score is the mean raw score on the common items for all students.

Data received from LEAs and charter schools after August 2001 are not included in this table.

Table 2. Preliminary 2000-01 End-of-Course Multiple-Choice Test Results
Percent of Students at or Above Level III by Ethnicity

Course	2000-01 Number of Students Tested	2000-01 Mean Scale Score	2000-01 Standard Deviation	Percent of Students at or Above Level III: 1999-00 State	2000-01 State	1999-00 American Indian	2000-01 American Indian	1999-00 Asian	2000-01 Asian	1999-00 Black	2000-01 Black	1999-00 Hispanic	2000-01 Hispanic	1999-00 Multi-Racial	2000-01 Multi-Racial	1999-00 White	2000-01 White
Algebra I	93,000	61.1	9.3	68.9	76.0	52.1	67.6	79.0	82.5	48.0	57.1	62.4	70.0	72.6	76.0	77.7	84.6
Algebra II	54,902	63.8	9.9	62.7	73.0	37.3	55.6	73.1	82.2	39.6	52.5	58.8	67.7	67.5	74.5	70.0	79.5
Biology	81,960	56.8	8.5	57.6	61.0	36.6	46.3	59.0	63.7	32.0	34.9	44.0	47.2	60.0	68.1	68.6	73.1
Chemistry	43,702	58.9	8.7	62.0	65.5	39.8	44.6	67.5	68.8	38.1	41.8	52.7	57.8	57.7	69.8	69.3	72.4
Economics, Legal, and Political Systems	90,209	55.7	8.7	67.3	70.0	41.9	54.5	68.3	70.5	45.9	48.9	53.3	56.6	70.5	71.3	77.6	80.0
English I	94,707	55.4	8.6	68.4	68.3	48.3	50.8	71.7	72.0	49.3	49.0	51.7	52.6	72.7	69.3	77.8	78.0
Geometry	65,480	59.8	8.9	60.0	63.9	37.6	45.4	68.4	71.6	32.4	34.6	51.9	50.3	57.1	64.6	70.6	75.0
Physical Science	39,182	55.5	8.7	57.1	59.9	32.4	40.5	59.6	65.0	33.0	37.1	42.6	44.3	61.0	61.5	69.5	72.0
Physics	10,948	57.0	8.5	72.9	74.4	45.9	46.3	72.4	78.8	46.3	43.9	64.8	64.0	66.7	78.4	77.9	79.8
U.S. History	73,742	56.6	8.4	46.9	50.5	27.4	34.7	50.3	56.2	24.6	28.4	38.6	40.7	48.8	54.5	56.6	59.8

Notes: Data received from LEAs and charter schools after August 2001 are not included in this table.

Table 3. Preliminary 1999-00 to 2000-01 End-of-Course Multiple-Choice Test Results
Percent of Students by Achievement Level
by Course (Algebra I, Algebra II and Geometry) and Gender

		1999-00 Algebra I		2000-01 Algebra I		1999-00 Algebra II		2000-01 Algebra II		1999-00 Geometry		2000-01 Geometry	
		N	%	N	%	N	%	N	%	N	%	N	%
Achievement Level I	Male	4,708	10.5	1,621	3.5	2,175	9.1	666	2.6	2,733	9.1	1,368	4.5
	Female	3,436	7.6	1,330	2.8	2,560	9.0	708	2.4	3,490	10.1	1,709	4.9
Achievement Level II	Male	9,904	22.1	10,051	21.8	6,616	27.7	6,044	23.8	8,506	28.3	8,510	27.8
	Female	10,012	22.1	9,299	19.8	8,238	28.8	7,430	25.1	11,084	32.1	12,023	34.5
Achievement Level III	Male	16,953	37.8	19,736	42.8	8,391	35.2	9,832	38.8	11,029	36.6	13,114	42.8
	Female	18,017	39.8	21,714	46.3	10,464	36.6	12,310	41.7	12,492	36.2	14,445	41.5
Achievement Level IV	Male	13,269	29.6	14,709	31.9	6,667	28.0	8,813	34.8	7,825	26.0	7,663	25.0
	Female	13,809	30.5	14,540	31.0	7,339	25.7	9,098	30.8	7,412	21.5	6,648	19.1
Percent at or Above Level III*	Male	30,222	67.4	34,445	74.7	15,058	63.1	18,645	73.5	18,854	62.7	20,777	67.8
	Female	31,826	70.3	36,254	77.3	17,803	62.2	21,408	72.5	19,904	57.7	21,093	60.6

		N	%	N	%	N	%	N	%	N	%	N	%
State Results	Male	44,834	49.8	47,295	49.8	23,849	45.5	25,877	49.3	30,093	46.6	31,235	46.9
	Female	45,274	50.2	47,739	50.2	28,601	54.5	29,946	53.6	34,478	53.4	35,310	53.1

Notes: *"Percent at or Above Level III" is calculated based on actual N counts and is not summed.
Due to rounding, some categories in some courses may not sum to 100%.
When summed, male and female N counts may not match the state N counts because students may not have identified themselves as male or female.
Data received from LEAs and charter schools after August 2001 are not included in this table.

Table 4. Preliminary 2000-01 End-of-Course Multiple-Choice Test Results
Percent of Students by Achievement Level,
by Course (Biology, Chemistry, ELPS, English I, Physical Science, Physics, and U.S. History) and Gender

		Biology		Chemistry		ELPS		English I		Physical Science		Physics		U.S. History	
		N	%	N	%	N	%	N	%	N	%	N	%	N	%
Achievement Level I	Male	5,184	12 7	1,901	9 7	3,764	8 4	4,945	10 3	2,096	10 5	226	3 7	4,796	13 3
	Female	4,674	11 4	2,696	11 2	3,108	6 8	2,312	5 0	1,695	8 8	315	6 4	5,844	15 5
Achievement Level II	Male	10,051	24 6	4,193	21 5	9,158	20 5	12,616	26 2	5,446	27 2	965	16	11,601	32 2
	Female	12,075	29 4	6,303	26 1	10,992	24 1	10,147	21 8	6,464	33 7	1,302	26 5	14,260	37 8
Achievement Level III	Male	16,893	41 3	7,364	37 7	16,393	36 8	18,652	38 7	8,091	40 5	2,914	48 3	12,318	34 2
	Female	17,570	42 8	9,803	40 5	18,995	41 6	19,481	41 9	8,236	42 9	2,433	49 5	12,215	32 4
Achievement Level IV	Male	8,750	21 4	6,066	31 1	15,277	34 3	11,951	24 8	4,368	21 8	1,932	32 0	7,299	20 3
	Female	6,760	16 5	5,376	22 2	12,520	27 4	14,602	31 4	2,786	14 5	861	17 5	5,409	14 3
Percent at or Above Level III*	Male	25,643	62 7	13,430	68 8	31,670	71 0	30,603	63 5	12,459	62 3	4,846	80 3	19,617	54 5
	Female	24,330	59 2	15,179	62 8	31,515	69 1	34,083	73 2	11,022	57 5	3,294	67 1	17,624	46 7

		N	%	N	%	N	%	N	%	N	%	N	%	N	%
State Results	Male	41,972	50 1	19,753	44 7	45,920	49 7	50,117	51 1	20,758	51 4	6,091	55 2	36,818	49 1
	Female	41,791	49 9	24,392	55 3	46,517	50 3	47,870	48 9	19,630	48 6	4,945	44 8	38,223	50 9

Notes *"Percent at or Above Level III" is calculated based on actual N counts and is not summed

Due to rounding, some categories in some courses may not sum to 100%.

When summed, male and female N counts may not match the state N counts because students may not have identified themselves as male or female

Data received from LEAs and charter schools after August 2001 are not included in this table

Table 5. 2000-01 End-of-Course Distribution of Scale Scores
Algebra I

NUMBER OF STUDENTS WITH VALID SCORES	93,000	HIGH SCORE	96
		LOW SCORE	31
MEAN	61.1	2001 STATE PERCENTILES	SCALE SCORE
STANDARD DEVIATION	9.3	90	73.21
		75	67.28
		50 (MEDIAN)	60.78
VARIANCE	86.8	25	54.71
		10	49.07

FREQUENCY DISTRIBUTION

SCALE SCORE	FREQUENCY	CUMULATIVE FREQUENCY	PERCENT	CUMULATIVE PERCENT	2001 STATE PERCENTILE
96	11	93000	0.01	100.00	99
95	10	92989	0.01	99.99	99
94	23	92979	0.02	99.98	99
93	19	92956	0.02	99.95	99
92	22	92937	0.02	99.93	99
91	45	92915	0.05	99.91	99
90	36	92870	0.04	99.86	99
89	84	92834	0.09	99.82	99
88	108	92750	0.12	99.73	99
87	50	92642	0.05	99.62	99
86	203	92592	0.22	99.56	99
85	192	92389	0.21	99.34	99
84	218	92197	0.23	99.14	99
83	253	91979	0.27	98.90	99
82	406	91726	0.44	98.63	98
81	488	91320	0.52	98.19	98
80	514	90832	0.55	97.67	97
79	610	90318	0.66	97.12	97
78	718	89708	0.77	96.46	96
77	1324	88990	1.42	95.69	95
76	874	87666	0.94	94.26	94
75	1287	86792	1.38	93.32	93
74	1361	85505	1.46	91.94	91
73	1524	84144	1.64	90.48	90
72	2065	82620	2.22	88.84	88
71	1886	80555	2.03	86.62	86
70	2973	78669	3.20	84.59	83
69	2739	75696	2.95	81.39	80
68	2397	72957	2.58	78.45	77
67	3635	70560	3.91	75.87	74
66	3174	66925	3.41	71.96	70
65	2701	63751	2.90	68.55	67
64	4315	61050	4.64	65.65	63
63	4510	56735	4.85	61.01	59
62	2959	52225	3.18	56.16	55
61	3847	49266	4.14	52.97	51
60	4609	45419	4.96	48.84	46
59	3879	40810	4.17	43.88	42
58	3131	36931	3.37	39.71	38
57	4675	33800	5.03	36.34	34
56	2372	29125	2.55	31.32	30
55	4452	26753	4.79	28.77	26
54	2222	22301	2.39	23.98	23
53	2763	20079	2.97	21.59	20
52	2933	17316	3.15	18.62	17
51	2504	14383	2.69	15.47	14
50	1861	11879	2.00	12.77	12
49	1666	10018	1.79	10.77	10
48	1611	8352	1.73	8.98	8
47	1483	6741	1.59	7.25	6
46	1238	5258	1.33	5.65	5
45	1069	4020	1.15	4.32	4
44	884	2951	0.95	3.17	3

Table 5. 2000-01 End-of-Course Distribution of Scale Scores
Algebra I (continued)

FREQUENCY DISTRIBUTION

SCALE SCORE	FREQUENCY	CUMULATIVE FREQUENCY	PERCENT	CUMULATIVE PERCENT	2001 STATE PERCENTILE
43	663	2067	0.71	2.22	2
42	518	1404	0.56	1.51	1
41	340	886	0.37	0.95	1
40	208	546	0.22	0.59	1
39	153	338	0.16	0.36	1
38	68	185	0.07	0.20	1
37	67	117	0.07	0.13	1
36	12	50	0.01	0.05	1
35	10	38	0.01	0.04	1
34	6	28	0.01	0.03	1
33	7	22	0.01	0.02	1
32	3	15	0.00	0.02	1
LESS THAN 32	12	12	0.01	0.01	1

Table 6. 2000-01 End-of-Course Distribution of Scale Scores
Algebra II

NUMBER OF STUDENTS WITH VALID SCORES	54,902	HIGH SCORE	101
		LOW SCORE	33
MEAN	63.8	2001 STATE PERCENTILES	SCALE SCORE
STANDARD DEVIATION	9.9	90	76.68
		75	70.90
VARIANCE	97.9	50 (MEDIAN)	63.62
		25	56.96
		10	50.47

FREQUENCY DISTRIBUTION

SCALE SCORE	FREQUENCY	CUMULATIVE FREQUENCY	PERCENT	CUMULATIVE PERCENT	2001 STATE PERCENTILE
101	1	54902	0.00	100.00	99
99	8	54901	0.01	100.00	99
97	17	54893	0.03	99.98	99
95	32	54876	0.06	99.95	99
93	72	54844	0.13	99.89	99
91	80	54772	0.15	99.76	99
90	66	54692	0.12	99.62	99
89	38	54626	0.07	99.50	99
88	183	54588	0.33	99.43	99
87	131	54405	0.24	99.09	99
86	244	54274	0.44	98.86	99
85	115	54030	0.21	98.41	98
84	341	53915	0.62	98.20	98
83	408	53574	0.74	97.58	97
82	492	53166	0.90	96.84	96
81	342	52674	0.62	95.94	96
80	534	52332	0.97	95.32	95
79	658	51798	1.20	94.35	94
78	1042	51140	1.90	93.15	92
77	834	50098	1.52	91.25	90
76	1054	49264	1.92	89.73	89
75	1059	48210	1.93	87.81	87
74	1169	47151	2.13	85.88	85
73	1667	45982	3.04	83.75	82
72	1927	44315	3.51	80.72	79
71	2010	42388	3.66	77.21	75
70	1608	40378	2.93	73.55	72
69	1779	38770	3.24	70.62	69
68	1795	36991	3.27	67.38	66
67	1958	35196	3.57	64.11	62
66	2007	33238	3.66	60.54	59
65	1959	31231	3.57	56.88	55
64	2063	29272	3.76	53.32	51
63	2214	27209	4.03	49.56	48
62	2198	24995	4.00	45.53	44
61	2155	22797	3.93	41.52	40
60	1412	20642	2.57	37.60	36
59	2244	19230	4.09	35.03	33
58	2137	16986	3.89	30.94	29
57	2067	14849	3.76	27.05	25
56	1343	12782	2.45	23.28	22
55	636	11439	1.16	20.84	20
54	1949	10803	3.55	19.68	18
53	1710	8854	3.11	16.13	15
52	1077	7144	1.96	13.01	12
51	540	6067	0.98	11.05	11
50	1396	5527	2.54	10.07	9
49	765	4131	1.39	7.52	7
48	721	3366	1.31	6.13	5
47	578	2645	1.05	4.82	4
46	692	2067	1.26	3.76	3
45	375	1375	0.68	2.50	2
44	385	1000	0.70	1.82	1
43	116	615	0.21	1.12	1
42	225	499	0.41	0.91	1
41	143	274	0.26	0.50	1
40	61	131	0.11	0.24	1
LESS THAN 40	70	70	0.13	0.13	1

Table 7. 2000-01 End-of-Course Distribution of Scale Scores
Geometry

NUMBER OF STUDENTS WITH VALID SCORES	65,480	HIGH SCORE	93
		LOW SCORE	32
MEAN	59.8	2001 STATE PERCENTILES	SCALE SCORE
STANDARD DEVIATION	8.9	90	71.23
		75	65.78
VARIANCE	78.4	50 (MEDIAN)	59.65
		25	53.51
		10	48.23

FREQUENCY DISTRIBUTION

SCALE SCORE	FREQUENCY	CUMULATIVE FREQUENCY	PERCENT	CUMULATIVE PERCENT	2001 STATE PERCENTILE
93	2	65480	0.00	100.00	99
92	4	65478	0.01	100.00	99
91	7	65474	0.01	99.99	99
90	4	65467	0.01	99.98	99
89	38	65463	0.06	99.97	99
88	15	65425	0.02	99.92	99
87	35	65410	0.05	99.89	99
86	62	65375	0.09	99.84	99
85	97	65313	0.15	99.74	99
84	52	65216	0.08	99.60	99
83	149	65164	0.23	99.52	99
82	140	65015	0.21	99.29	99
81	170	64875	0.26	99.08	99
80	228	64705	0.35	98.82	99
79	362	64477	0.55	98.47	98
78	460	64115	0.70	97.92	98
77	509	63655	0.78	97.21	97
76	538	63146	0.82	96.44	96
75	627	62608	0.96	95.61	95
74	721	61981	1.10	94.66	94
73	1032	61260	1.58	93.56	93
72	873	60228	1.33	91.98	91
71	1594	59355	2.43	90.65	89
70	1493	57761	2.28	88.21	87
69	1586	56268	2.42	85.93	85
68	2159	54682	3.30	83.51	82
67	1354	52523	2.07	80.21	79
66	2844	51169	4.34	78.14	76
65	2056	48325	3.14	73.80	72
64	2755	46269	4.21	70.66	69
63	2867	43514	4.38	66.45	64
62	2346	40647	3.58	62.08	60
61	3588	38301	5.48	58.49	56
60	2326	34713	3.55	53.01	51
59	3013	32387	4.60	49.46	47
58	2918	29374	4.46	44.86	43
57	2846	26456	4.35	40.40	38
56	2288	23610	3.49	36.06	34
55	2766	21322	4.22	32.56	30
54	2212	18556	3.38	28.34	27
53	2641	16344	4.03	24.96	23
52	2081	13703	3.18	20.93	19
51	1445	11622	2.21	17.75	17
50	1446	10177	2.21	15.54	14
49	1744	8731	2.66	13.33	12
48	1600	6987	2.44	10.67	9
47	1053	5387	1.61	8.23	7
46	1257	4334	1.92	6.62	6
45	762	3077	1.16	4.70	4
44	616	2315	0.94	3.54	3
43	527	1699	0.80	2.59	2
42	403	1172	0.62	1.79	1
41	319	769	0.49	1.17	1
40	184	450	0.28	0.69	1
39	126	266	0.19	0.41	1
38	103	140	0.16	0.21	1
LESS THAN 38	37	37	0.06	0.06	1

Appendix

North Carolina Charter Schools, 2000-01

Alpha Academy
American Renaissance Charter School
American Renaissance Middle School
Arapahoe Charter School
Bethany Community Middle School
Bethel Hill Charter School
Brevard Academy
Bridges Charter School
Cape Fear Center for Inquiry
Cape Lookout Marine Science High School
Carter Community School
Carter G. Woodson School of Challenge
Charter Day School
Chatham Charter School
Children's Village Academy
CIS Academy
Community Charter School
Communty Partners High
Crossnore Academy
Developmental Day School
Dillard Academy
Downtown Middle School
East Wake Academy
East Winston Primary School
Engelmann School of the Arts and Sciences
Evergreen Community Charter School
Exploris Middle School
Forsyth Academies
Francine Delany New School for Children
Franklin Academy
Grandfather Academy
Greensboro Academy
Haliwa-Saponi Tribal
Harnett Early Childhood Academy
Healthy Start Academy Charter Elementary School
Highland Charter Public School
Imani Institute Charter School
John H. Baker, Jr., High School
Kennedy School
Kestrel Heights School
Lake Norman Charter School
Lakeside School
Laurinburg Charter School
Laurinburg Homework Center Charter School
LIFT Academy
Lincoln Charter
Magellan Charter School
MAST School
Maureen Joy Charter School
Metrolina Regional Scholars' Academy
Millennium Charter Academy
New Century School
Northeast Raleigh Charter Academy
Oma's Inc. Charter School
Omuteko Gwamaziima
Orange County Charter School
Phoenix Academy
Piedmont Community School
PreEminent Charter School
Provisions Academy
Quality Education Academy
Quest Academy
Raleigh Charter High School
Research Triangle Charter Academy
River Mill Academy
Rocky Mount Charter Public School
Rowan Academy
Sallie B. Howard School
Sandhills Theatre Arts Renaissance School (STARS)
SPARC Academy
Stanly County Community Outreach Charter School
Sterling Montessori Academy
Success Academy
Success Institute
Sugar Creek Charter School
Summit Charter School
The Learning Center
The Mountain Community School
The Woods Charter School
Thomas Jefferson Classical Academy
Tiller School
Turning Point Academy
Union Academy
Vance Charter School
Village Charter School
Washington Montessori - A Public Charter School
Wayne County Technical Academy